

Bridging the Digital Divide and Guiding the Millennial Generation's Research and Analysis

By Kari Mercer Dalton. 18 Barry L. Rev. 167 (2012).

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Reviewer's Summary:

The first half of this article summarizes generalizations made about Millennials in academic articles and popular media. Specifically, it focuses on their aptitude for technology and attitudes towards family, multitasking, social consciousness, and being a student. Dalton then argues that educators of Millennials are all digital immigrants, unlike the Millennial digital natives, and awareness of the differences between the two generations can help troubleshoot teaching legal research. Dalton's main thesis is that Millennials perform legal research in the same way they have used Google and Wikipedia, falling prey to "power browsing" and jumping around hypertext links rather than reading in a linear fashion. To combat this, Dalton suggests teaching only "legacy" print resources for the first semester so Millennial law students can learn the "hierarchy and structure of the law as well as the linear thought process [...] associated with this type of research" (p. 184).

Summarized by: Savanna Nolan, Georgetown University, in 2019.